

Study Session & Executive Session (Tuesday, August 23, 2016)

Generated by Shelley R Shelton on Wednesday, August 24, 2016

Members present

Julie Rash, McKay Jensen, Jim Pettersson, Shannon Poulsen, Taz Murray

Excused: Members Michelle Kaufusi and Marsha Judkins; Assistant Superintendent Gary Wilson

Staff:

Keith Rittel, Superintendent; Stefanie Bryant, Business Administrator; Jason Cox, Executive Director of Human Resources; Alex Judd, Executive Director of Elementary Education; Anne-Marie Harrison, Exec. Director of Teaching & Learning; Shelley Shelton, Exec. Assistant; Caleb Price, Communications & PR Coordinator

Guest: Ron Clegg, Clegg Consult

Meeting called to order at 7:29 AM

A. 7:30 - 8:00 Study Session

Procedural: 2. Roll Call

Information: 3. 2016-2017 Professional Development Plan: Anne-Marie Harrison, Executive Director of Teaching & Learning

Anne-Marie Harrison, Executive Director of Teaching & Learning, delivered the professional development update for 2016-2017 as shared during the Aug. 11 back to school kickoff for all district staff. Talking points included:

- Ms. Harrison's daughter planned her recent wedding to take place in December 2016. She subsequently changed the date to October, then changed it again to August 12, with a pre-reception August 11. Her parents had asked her to avoid August, in particular the first two weeks in August, since they were extremely busy weeks for both parents as school district employees. Ms. Harrison made the wedding cake; she indicated one thing she's learned from making wedding cakes is that they look really fun and cute, but there's a lot of guts and construction to it.
- There's a parallel between wedding cake construction and professional development:
 - Tier cakes and professional development both need to have a strong foundation, structure and interior support.
 - The professional development structure, foundation and support allow us to have choice and differentiation for teachers. If we had attempted our current plan five years ago without the structure, foundation and support now in place, we would have had good things happening, but it would have been uncoordinated and unfocused. It would have been much more difficult to measure the effects of it.
- PD Structure: Focus
 - It's critical to have a focus. We started looking for evidence-based practices to improve student learning. It's interesting to now have John Hattie's work of Visible Learning, which includes highly rated strategies that are clearly from one philosophical camp and strategies from another philosophical camp, and both show high effects. It takes away the argument of which way kids learn best; we're looking for evidence, and we have a lot of evidence to go on right now.
 - Hattie has been the focus of our work and the District Improvement Plan is based on Hattie's work.
 - We hosted a very successful Visible Learning conference this summer. School teams made plans to further the work with their groups. The focus of the conference was to determine specific strategies both to back up and fill in learning targets we didn't think got filled in, and to look at the next direction to go. A conference does not mean change happens, but we felt we were successful in accomplishing the intended outcomes.
- PD Structure: Personnel
 - In order for a professional development system to work well, the following things need to be in place:
 - Principals as instructional leaders who look at day-to-day student learning and how are they learning; how do we know they're learning and how do we track and help those who are not learning. Tracking is data-based. This has been shared with principals and the Teaching and Learning Dept. has seen the work of all departments in the district over the years. It was recognized in the District Improvement Plan planning that the need was to focus on instructional impact.
 - A change was seen in principals three years ago when they were given a book to read over the summer for a book study, "because this is what we're going to be doing." Principals met bi-weekly with Teaching and Learning Staff to discuss the book and began taking ownership of being the instructional leaders in their schools.
 - PLC's: Collaboration is essential and powerful and becomes institutionalized as whole teams talk

about and sharing how things impact their classrooms. Effective PLC's lead to the development of professional development.

- The District Instructional Strategies Committee (DISC) is one of three academic committees (including Literacy and Math) the superintendent started. Almost like think tanks, teachers & leaders from each school participate and talk about the most relevant issues. Participants of each committee take information from committee members back to their schools and bring information from their schools to the committee.
- Director of Professional Development: Dr. Karen Brock has had a career in school improvement, including Title I and professional development.
- Instructional Coaching:
 - There is compelling evidence from *Joyce & Showers, 2002*, following their study of professional development/teacher learning:

FIGURE 5.2 Training Components and Attainment of Outcomes in Terms of Percentage of Participants <i>Joyce and Showers, 2002</i>			
OUTCOMES			
Components	Knowledge thorough	Skill strong	Transfer (executive implementation)
<u>Study of Theory</u>	10	5	0
<u>Demonstrations</u>	30	20	0
<u>Practice</u>	60	60	5
<u>Peer Coaching</u>	95	95	95

- If a class is just about studying the theory, there's about a 10% knowledge gain, a slight amount of skill transfer but no real executive implementation.
- It's not until peer coaching that we get serious about transfer of training.
- Instructional coaches mentor students, with increases in reports on how mentoring has gone.
- Coaches follow up on trainings, i.e. new teacher trainings or training on topics that are part of The Provo Way instructional framework.
- Peer Coaching (PLC's)
 - Includes group training where participants report out to each other, critique each other, watch each other teach, etc.
 - Many of the professional development offerings for this year contain a coaching element.
- A System for Feedback: Teacher Surveys:
 - *Desired PD Topics:*
 - 62% Technology for Student Learning
 - 55% Writing
 - 50% SLO's (Student Learning Outcomes)
 - *Desired PD Delivery:*
 - 77% Collaborative discussions
 - 75% Face to face trainings
 - 73% 1/2 or full day release with a sub
 - *Mentoring Practices*
 - 76% - Mentor observed and gave feedback (up 30%)
 - 20% - Observed mentor teaching (up 10%)
 - 47% - Mentor taught about learning targets (up 10%)
- Assessment System:
 - In March 2016 Teaching & Learning randomly identified 30% of the licensed classroom teaching staff.
 - Following notification to teachers that someone would be coming to observe in their classrooms, coaches did observations ranging between 15-45 minutes to see what was

actually happening with regards to elements of The Provo Way and Visible Learning.

- Teaching and Learning considers this to be an assessment of district professional development, not of teachers. Teachers were only identified by room numbers.

- Alignment & Coordination

- There's good alignment and coordination of professional development in the district right now.
- The Provo Way district instructional model is in place.
 - Plan, Act, Reflect process goes continuously through the following factors:
 - Professionalism: areas of focus: policy adherence, testing ethics, meeting norms, etc.
 - Environment: culture and safety, classroom management, etc.
 - Content: mapping out state standards, curriculum notebooks
 - Assessment: formative and summative, feedback, differentiation and data analysis
 - Instruction: lesson design based on data; evidence-based instructional strategies, student engagement, etc.
- Principals were asked if they would be willing when they start professional development to start a training re-do. Any time there's a training on a topic to go back to that model and say, "This is what we're talking about." It helps teachers contextualize what we're doing and see how it fits into the big picture.

- PD Foundation: Time

- Converting three half days to four full days of professional development: A solution we've never had before.
 - Aug. 15
 - Oct. 19
 - Jan. 17
 - Apr. 10
 - Teaching and Learning is in the process of surveying the both the presenters and the teachers to see how the Aug. 15 sessions went in terms of their initial perceptions.
- Learning Targets
- Success Criteria
- Formative Assessment (Performance of Understanding)
- Feedback

- Structure and Foundation in Place

- What teachers want is choice and differentiation
- Professional Development Days
 - Aug. 15, Oct. 19, Jan. 17, Apr. 10
 - Schedule:
 - 8:00 - 10:30 School PD
 - 10:30-12:30 Collaborative Implementation
 - 1:00 - 3:30 Educator choice, menu-based PD
- PD Menu (1:00 - 3:00)

- Courses

- Extended study of a topic
- All four dates
- Lane change and relicensure credit with related project

- Book Clubs

- Applied book study
- All four dates
- Lane change and relicensure credit
- Sign up to pick up book

- Lecture Series

- Variety of presentations
- Single-session classes

- Choose new one for each date
- Relicensure credit

Board member questions:

What's the mindset environment; is it feeling like a support?

- Anne-Marie: Positive feedback has been received from teachers and principals; many people were very engaged.

We're paying for people to come; how do we ensure accountability regarding teacher attendance?

- Anne-Marie: Teachers have to identify the course and indicate what they did. Rolls go to Teaching & Learning to track attendance.

The frosting on the cake would be....

- Anne-Marie: student performance.

Information: 4. Upcoming Google Calendar Items

B. Adjourn

Action: 1. Motion to Adjourn Study Session

I move we adjourn the study session and go into executive session for the purpose of discussing real estate.

Motion by Jim Pettersson, second by Shannon Poulsen.

Final Resolution: Motion Carries

Aye: Julie Rash, McKay Jensen, Jim Pettersson, Shannon Poulsen, Taz Murray

The study session was adjourned at 8:08 a.m. and the board went into executive session.